Section 2

**Student Screening and**

**Placement Process**

Write 1

Student Placement

The student placement process involves three phases: Student search, committee review, and service options match. Each phase of the decision making must be guided by the needs of the student, and information collected at one stage should be useful in decision making for the next level as well.

Indicators of Giftedness

**Observation of Student**

Observation of student is an indicator of a student’s need for differentiation, based on his/her observable behavior. This may be shown through the student’s abilities in the following areas:

Communication: Highly expressive and

effective use of words, numbers, and

symbols.

Motivation: Evidence of desire to learn.

Humor: Conveys and picks up on humor.

Inquiry: Questions, experiments, explores.

Insight: Quickly grasps new concepts and makes connections, senses deeper meanings.

Interests: Intense (sometimes unusual)

interests.

Problem Solving: Effective, often inventive, strategies for recognizing and solving problems.

Memory: Large storehouse of information on school or non-school topics.

Reasoning: Logical approaches to figuring out solutions.

Imagination/Creativity: Produces many ideas, highly original. (Fraiser, 1995)

**Student Performance**

Student performance is an indicator of a student’s demonstrated mastery. This may be shown through work samples, portfolios, grades, or other authentic assessment strategies. In some cases, performance may be demonstrated outside the school arena.

**Student Achievement**

Student achievement is an indicator of a student’s knowledge. This may be shown through a standardized test score (90th percentile or above) or an End of Grade/End of Course test score. Achievement may also be reflected on criterion-referenced tests designed by teachers.

**Student Aptitude**

Student aptitude is an indicator of a student’s capacity of learning. This involves reasoning, problem-solving, memory, etc. Aptitude may be shown through an IQ score or demonstrated abilities.

**Student Interest**

Student interest is an indicator of student’s focus areas and/or curiosity. This may be shown through a formal interest inventory/survey, an informal interview, or documentation of a student’s particular passion. Interest may also be demonstrated through student’s participation in extracurricular activities.

**Student Motivation to Learn**

Student motivation is an indicator of a student’s commitment to pursue learning experiences. This may be shown through school and/or outside of school activities. With some students, this area may be muted by unfavorable environmental or experiential circumstances. For these students with exceptional potential, who have often been called “under-achievers,” an individual case study may be important to reflect the student’s specific areas of need.

Student Search

The screening phase of the placement process includes all activities designed to review the general population of students to see which students may need further assessment and/or eventual placement in the differentiated services of gifted education. A countywide brochure detailing the Gifted Program will be available in each school reception area. Information will be available in languages appropriate for the community. Nomination/referral forms may be obtained from the AG Specialist at each school.

A broad based sweep of the general

population should occur at least once for students during each of these grade configurations: K-3 using teacher recommendation, K-2 assessment and/or EOG pre-test, 4-5, and 6-8 using a review of IQ test scores at the age level percentile of 87% or above and/or a review of End of Grade Test Scores at the performance Level 4 or 90% or above on standardized tests. The responsibility of gathering the screening information will be that of the Academically Gifted Specialist or the principal’s designee.

Parents, teachers, and/or students may also nominate students whose names do not appear in this screening pool. Supporting documentation such as work samples, grades and/or checklists should accompany these nominations.

Particular attention should be given to potentially gifted students from culturally diverse, economically disadvantaged, or disabled populations during this process. A checklist of characteristics of diverse populations is found in the appendix.

Committee Review

This pre-nomination pool will be sent to an Academically Gifted Review Committee for review. This committee will work with classroom teachers to determine which students should be nominated for differentiated services. The review committee for each school may include the classroom teacher(s) of the student, teacher of the Academically Gifted, principal, assistant principal, guidance counselor, and other appropriate members.

Information collected at the search stage by the Academically Gifted Specialist should lead either to a nomination to the school review team or to a decision that the student does not require further review at this time. If the decision is made to “nominate” for review and further testing is recommended, parents should be notified for permission to test. If the decision is that the student does not require nomination/review, the Academically Gifted Specialist or designee will keep information on file for follow-up on that student who may qualify at a later date due to change in performance. To ensure rapid attention to placement needs, transfer students (especially those who had been identified for services in another district), will be referred to the Academically Gifted Review Committee by the classroom teacher.

The students who make up the pre-nomination pool and who are nominated **may** or **may not** require differentiated services.

Service Options Match

Figure 1 shows the multiple indicators for giftedness that the committee should use in its decision-making process. Each service delivery option matches the criteria for student placement decisions. The committee should use these criteria in determining appropriate student service matches. When determining appropriate service delivery options for gifted students, the Academically Gifted Review Committee should carefully analyze the student’s performance, as well as documentation concerning the student’s progress within the regular education program. In order to access a particular service delivery option, the student should (1) have demonstrated a need for the option, and (2) have met the criteria established for the option.

For any student who scores 99th percentile on a group or individualized intelligence test but does not meet any other criteria for the service options, the committee shall automatically review the individual for possible placement and an Individualized Differentiated Education Plan developed when the student is placed.

Figure 1

Multiple Indicators of Giftedness

Coleman, Gallagher, Harrison, and Robinson (1995)

FIG 1 CHART

Giftedness is the manifestation of ability to learn well beyond the expected level of one’s age mates. It can be discovered through outstanding student performance, high test scores, or through observation. These abilities are sometimes muted in students by unfavorable environmental circumstances and need to be actively sought.

1. Within any indicator, a single criterion may reveal a need for services. However, no single criterion can eliminate a student from consideration.
2. Information from any, and all, indicators may be used in matching students with appropriate service options.
3. Information used from each indicator should be directly related to the service option considered.
4. Information from specific indicators may be given priority for specific service options (e.g. math achievement/performance --> advanced math class).

Coleman, Gallagher, Harrison, and Robinson (1995)

Gifted Education Service Delivery Options and Placement Criteria

Three categories of differentiation for gifted students are outlined for the elementary, middle, and high school levels in the charts that follow. Service options are presented in the areas of learning environment, content modification, and special programs. Options are generally listed in increasing levels of differentiation. Program options are to expand the curriculum goals listed in the North Carolina Standard Course of Study. Gifted education can only serve as a supplement to an appropriate regular education in alignment with the core curriculum.

As recommended through an extensive needs assessment by administrators, teachers, parents, and students, a comprehensive array of service options has been designed to develop gifted potential and to address the specific needs of students requiring some level of differentiation to those needing substantial differentiation. They are meant to provide a variety of strategies and learning opportunities that will meet the gifted learners’ needs.

In the progression of options, criteria become more stringent as some options are designed for the small percentage of individuals requiring the most differentiation. Many of these options are appropriate within a heterogeneous framework. Within the school population some students only need occasional differentiation, and their needs are best met in the regular classroom setting with some resource support. These students include the under-motivated to pursue general school tasks, but highly motivated in a particular area, those who show ability in only one area, or in some cases, students who are culturally disadvantaged. Their needs should be addressed though appropriate programming that matches the criteria that have been met.

Once the learning environment for a student has been established, then the teacher(s) responsible for that option determines the content modifications to be made. The Academically Gifted Review Team may make suggestions.

Using the criteria for placement specified for each learning environment option, a differentiated education plan shall be developed that matches the information collected about a student’s needs during the student evaluative and review process.

Different options will be considered appropriate for different students depending on

the level of differentiation needed. A few students may need an individualized differentiated education plan. Students who clearly demonstrate outstanding intellectual gifts should be considered for identification, and an Individual Differentiated Plan should be developed to meet their needs when identified.

In most cases at the high school level, a student’s schedule is his/her differentiated education plan, as the high school program is one of self-selection.

A yearly performance review shall be held to determine whether a student shall continue receiving differentiated services in each service option. If changes in options previously designated on DGEP are considered inappropriate for a student, the parent shall be invited to a conference to discuss these changes or concerns.

The lists provided are in no way comprehensive. Each school should add any activities that are available to its students.

**Alleghany County Schools Elementary School Service Delivery Options (Grades K-5)**

|  |  |  |
| --- | --- | --- |
| Learning Environment | Content Modification | Enrichment/Special Programs |
| Heterogeneous Grouping    In-Class Flexible Skill Grouping  Continuous Progress  Enrichment Grouping  Resource Support  Resource Class  Cross-Age Grouping  Cross-Grade Grouping  Grade Acceleration  Other: | Mastery Learning Units  Learning Centers  Individualized Program  Differentiated Units  Remediation Services  Tiered Assignments  Thematic Units  Curriculum Compacting  Advanced Content  Contract  Independent Studies  Computer-Based Instruction/  Telecommunications  Other: | Including, but not limited to:  Duke MAP (4-5)    Academic Contests and  Competitions  Other: |

Special Services: Special attention should focus on the early identification of strengths, learning styles, and interests of all students. Counseling opportunities should be available at all levels

**Alleghany County Schools Middle School Service Delivery Options (Grades 6-8)**

|  |  |  |
| --- | --- | --- |
| Learning Environment | Content Modification | Enrichment/Special Programs |
| Heterogeneous Grouping    In-Class Flexible Skill Grouping  Continuous Progress  Enrichment Grouping  Resource Support    Subject Grouping    Resource Class    Mentorship  Cross-Age Grouping  Cross-Grade Grouping  Grade Acceleration  Other: | Mastery Learning Units  Learning Centers  Individualized Program  Differentiated Units  Remediation Services  Tiered Assignments  Thematic Units  Curriculum Compacting  Advanced Content  Contract  Independent Studies  Computer-Based Instruction/  Telecommunications  Other: | Including, but not limited to:  Duke TIP (Grade 7)    Quiz Bowl    Academic Contests and  Competitions  Other: |

Special Services: Special attention should focus on personal-social and academic needs. Personal and group counseling opportunities should be available to all students but particularly underachievers, gifted girls, and culturally diverse students

**Kid Reading**

**Alleghany County Schools High School Service Delivery Options (Grades 9-12)**

|  |  |  |
| --- | --- | --- |
| Learning Environment | Content Modification | Special Programs |
| Subject Grouping    Cross-Age Grouping  Honors Courses    Advanced Placement Courses  (depending on availability)  Internship    Grade Acceleration  Dual Enrollment    Distance Learning Course    Other: | Telescoped Content    Computer-based Instruction/  Telecommunication  Advanced Content and/or Special Course Curriculum  Contract  Independent Study    Other: | Including, but not limited to:  Governor’s School  Summer Institutes  NC Page Program  Beta Club  Quiz Bowl  Fine Arts Activities  Interest-based Electives    Academic Contests and  Competitions  Other: |

Special Services: Counseling service should be available at all levels. Scholarship information and special opportunities (post secondary) should be shared.

Woman Reading

Description of Options

(Learning Environment)

Advanced Placement Courses

Advanced Placement Courses offer students an opportunity to study one or more college level courses while still in high school and receive college credit.

Continuous Progress

Continuous progress allows a student to progress at his/her own pace. This requires a high level of independence and self-motivation as the student moves ahead whenever mastery of content and skills is demonstrated.

Cross-Age Grouping

Multi-aged students are periodically grouped within a school by interests or performance.

Cross-Grade Grouping

Students may receive instruction at a higher level with another group of students in a higher grade.

Distance Learning Courses

Students are allowed to take courses via satellite when appropriate, providing opportunities that would not otherwise be available.

Dual Enrollment

The proximity of a college or university, scheduling flexibility, and cooperation between the college and the public school can form the basis for dual or joint enrollment. This allows a student to be enrolled in college courses while still in high school. The student is responsible for the cost of the course(s) and the transportation to and from the course, but receives college and high school credit for successfully completed college work.

Enrichment Grouping

Students are clustered within the classroom or across classrooms. Special assignments and enrichment or extension activities that supplement the regular content are used to differentiate the curriculum for gifted students. This could include team teaching within the regular classroom or small group instruction by the regular teacher or resource teacher in the resource room.

Grade Acceleration

Students move ahead one or more years, skipping the normal grade level sequences. This is appropriate only if a student has shown mastery of all the content and skills required by the N.C. Standard Course of Study at the grade level to be skipped.

Heterogeneous Grouping

Students are grouped according to grade level in a regular classroom that is intended to meet the needs of the majority of students in a particular grade level or content area.

Honors Courses

Honors courses are advanced courses that cover the standard curriculum, but are designed to help students develop knowledge at an advanced level. Grouping may not be limited to identified gifted students, but may include other high achievers.

In-Class Flexible Grouping

Students in the regular class are assigned to a small group for instruction. These groups may be heterogeneously or homogeneously grouped according to skill or interest level. This grouping would be flexible and fit the instructional purpose.

Internship

Generally occurring outside of the classroom setting, internships allow a student to be supervised by a specialist in the community or school who is an expert in the particular area of student interest. Any travel and costs must be borne by the student

Resource Class

Gifted students leave their regular classrooms for specified periods of time to work on activities that may extend the regular curriculum and may focus on specific process skills such as critical and creative thinking, research skills, and independent and small group investigations.

Resource Support

The teacher of the gifted works with the regular classroom teacher providing ideas, materials, and other resources

Subject Grouping

Students are grouped for specific subjects based on their ability and performance. Grouping may not be limited to identified gifted students, but may include other high achievers (i.e. Algebra in Eighth Grade).

Description of Options

(Content Modification)

Advanced Content

Content covered in specific courses or classes is at an advanced level. Course/subject objectives go beyond standard content.

Computer-Based Instruction and Telecommunication

This may be used to enrich the curriculum with challenging thinking, problem-solving, and decision-making skills, as well as remediate specific skill deficits.

Contracts

Learning contracts are agreements made between teacher and student that allow students to work independently on either accelerated or enriched materials related to a unit of study.

Curriculum Compacting

Curriculum compacting is modifying or streamlining the regular curriculum in order to eliminate repetition of previously mastered material, upgrade the challenge level of the regular curriculum, and provide time for appropriate enrichment and/or acceleration activities while ensuring mastery of basic skills (Reis and Renzulli, 1985)

Differentiated Instructional Units

These units incorporate individual learning abilities and different levels of content and skills.

Independent Study

Students displaying content mastery and having a special interest may contract with the teacher for an independent study project. This works best for students who are self-directed, have strong interests, and who have a clear idea of what they would like to investigate. The teacher serves as a resource person and meets periodically with the student to assess progress. Independent study may also be used at the secondary level as a course in which students work independently and come together periodically to share experiences in a seminar.

Individualized Program

Each student is carefully assessed and follows an individualized instructional program. Students continue to participate in regular class activities while still having opportunities to work independently on higher level tasks or areas of interest.

Learning Centers

Students may self-select centers or have assigned work stations on a rotating basis for individual or group work.

Mastery Learning Units

Teachers design units of instruction having enrichment activities which students may pursue once they have demonstrated mastery (85%) of the basic material. Reinforcement activities are also designed for students needing additional work or performing below mastery. The units are “learner based”, but “teacher paced” which allows teachers to appropriately pace the instruction for the entire class for an extended period of time (a marking period) and yet provide differentiation and an incentive for high performance. By “testing out,” students gain access to the enrichment activities. In a team situation, teachers might alternate groups, one taking the “reinforcement group” and one the “enrichment group” and then switch groups the second marking period. At the end of each unit, everyone begins again at the same place. In this way, enrichment and reinforcement groups remain flexible.)

Remediation Services

Gifted students also identified LD or those from diverse socio-economic backgrounds may have gaps in some specific skills, and remediation services can aid schools in meeting these students’ needs.

Telescoped Content

Courses that are usually scheduled for a semester or year are compacted into an abbreviated time. Since the content is simply covered at a faster pace, the course scope and sequence do not have to be altered. This makes it easy to implement since no additional materials are needed.

Thematic Units

Thematic units deal with information from various disciplines that is integrated under a broad-based theme such as conflict, power, patterns, etc. Because it provides the opportunity to deal with content at a highly abstract level of sophistication, it is an appropriate way to modify curriculum for gifted students.

Tiered Assignments

The teacher uses different levels of activities within a class to accommodate the needs and prior knowledge level of the student. Students may explore basically the same content but at different levels of complexity.

Lecture

**ALLEGHANY COUNTY SCHOOLS**

**CRITERIA FOR LEARNING ENVIRONMENT OPTIONS**

**CONFIGURATION FOR GRADES K-5**

|  |  |
| --- | --- |
| **Service Delivery 0ption** | **Criteria** |
| **Heterogeneous Grouping** | * Site-Based Decision |
| **In-Class Flexible Skill Grouping** | * Teacher Observation * Informal Assessment * Other pertinent data |
| **Continuous Progress** | * Teacher Observation * Motivation Inventory * Mastery of 90% + in reading or math |
| **Enrichment Grouping** | **Required:**   * Demonstrates mastery of subject objective(s) at 90%+ (as measured by criterion referenced or teacher made tests)   and at least one of the following:   * Teacher recommendation based on Teacher Inventory with supporting documentation attached * Score Level 4 on EOG Test in the subject area or 90 percentile score on standardized achievement test |
| **Resource Support** | **Required** (at least two of these)   * Aptitude (IQ) percentile: 87%+ * Achievement scores: EOG Test-Level 4   or equivalent percentile score on standardized achievement test   * Teacher Inventory/and or Parent Inventory with supporting documentation of work samples attached |
| **Resource Class** | **Required:**   * Aptitude (IQ) percentile-87% * Achievement Scores: EOG Test-Level 4 in subject area or equivalent percentile scores on standardized achievement tests * Performance: B+ yearly average in specific academic area   and **one** of the following:   * Motivation Inventory * Teacher recommendation with supporting documentation of work samples attached |
| **Cross –Age Grouping** | **Required:**   * Aptitude (IQ) percentile 87%+ * Achievement scores: EOG Test Level 4 in subject area or 90th percentile scores on standardized achievement test * Performance: B+ yearly average in academic area   and **one** of the following:   * Motivation Inventory * Teacher recommendation with supporting documentation of work samples attached |
| **Cross-Grade Grouping** | * Must quality for Resource Class * Must score at least 2 grade levels above one’s age mates as measured on a standardized achievement test in subject area under consideration |
| **Grade Acceleration** | Required:   * Aptitude (IQ) percentile: 98% * Achievement: 98% as measured on standardized achievement test * Performance: work samples, portfolio * Teacher Inventory * Parent Checklist * Motivation Inventory |

**ALLEGHANY COUNTY SCHOOLS**

**CRITERIA FOR LEARNING ENVIRONMENT OPTIONS**

**CONFIGURATION FOR GRADES 6-8**

|  |  |
| --- | --- |
| **SERVICE DELIVERY OPTION** | **CRITERIA** |
| **Heterogeneous Grouping** | * Site-Based Decision |
| **In-Class Flexible Skill**  **Grouping** | * Teacher Observation * Informal Assessment * Other pertinent data |
| **Continuous Progress** | * Teacher Observation * Motivation Inventory * Mastery of 90% + in reading or math |
| **Enrichment Grouping** | * **Required:** * Performance: demonstrates mastery of subject objective(s) at 90%+ (As measured by criterioned referenced or teacher made tests) * and at **least one** of the following: * Teacher recommendation based on Teacher Inventory with supporting documentation attached * EOG- Level 4 or 90th percentile score on standardized achievement test |
| **Resource Support** | * **Required (at least two of these)** * Aptitude (IQ) percentile: 87%+ * EOG-Level 4 or 90th percentile score on standardized achievement test * Teacher Inventory /and or Parent Inventory with supporting documentation of work samples attached |
| **Subject Grouping** | * Student interest and need * Appropriate pre-requisite courses completed * Site-based criteria |
| **Resource Class** | * **Required**: * Aptitude (IQ) percentile: 87%+ * Achievement scores: Level 4 in subject area on EOG * or 90th percentile scores on standardized achievement tests * Performance: B+ yearly average in specific academic area * and **one** of the following: * Motivation Inventory * Teacher recommendation with supporting documentation of work samples attached |
| **Mentorship** | * Student Interest * Teacher Recommendation * Motivation * Prior approval (Parent and Administration) * Appropriate guidelines as established by team |
| **Cross-Age Grouping** | * **Required:** * Aptitude (IQ) percentile: 87%+ * Achievement scores: Level 4 in subject area or 90th percentile scores on standardized achievement   tests   * Performance: B+ yearly average in specific academic area   and **one** of the following:   * Motivation Inventory * Teacher recommendation with supporting documentation of work samples attached |
| **Cross-Grade Grouping** | * Must qualify for Resource Class * Must score at least 2 grade levels above one’s age mates as measured on a standardized achievement test in subject area under consideration. |
| **Grade Acceleration** | * **Required:** * Aptitude(IQ) percentile: 98% * Achievement: 98% as measured on standardized achievement test * Performance: work samples, portfolio * Teacher Inventory * Parent Checklist * Motivation Inventory |

**ALLEGHANY COUNTY SCHOOLS**

**CRITERIA FOR LEARNING ENVIRONMENT OPTIONS**

**CONFIGURATION FOR GRADES 9-12**

|  |  |
| --- | --- |
| **SERVICE DELIVERY**  **OPTION** | **CRITERIA** |
| **Subject Grouping** | * Student interest and need * Appropriate prerequisite courses completed * Site-based criteria |
| **Cross-Age Grouping** | * Student interest and need * Appropriate prerequisite courses completed * Site-based criteria |
| **Honors Classes** | * Student interest * End of Course Test * Motivation * Student performance/achievement in subject area * Prerequisite courses completed successfully * Teacher approval/parent approval |
| **Internship** | * Student interest * Teacher recommendation * Motivation * Junior or Senior status * Prior approval * Appropriate guidelines followed |
| **Dual Enrollment** | * Approval from administration * Placement test * Parent approval * Motivation * Elective credit only |
| **Distance Learning Course** | * Motivation * End of Course Test * Entrance exams * Teacher approval * Student need |
| **Counseling Service** | * A special need such as a social-emotional need, academic need, scholarship information, and/or career guidance |
| **Advanced Placement Courses** | * Passing Score on Advanced Placement Exam |

Placement Review

The Academically Gifted Review Committee will meet annually or as requested by parent or teacher to review placement decisions.

At the end of the eighth grade or the beginning of the ninth grade, students will select their courses for high school. The needs of the vast majority of Academically Gifted students will be met through self-selection of Honors and Advanced Placement courses, and each classroom teacher will be responsible for evaluation and feedback. The subject area teacher will be responsible for notifying parents of concerns and student progress.

The focus of the Academically Gifted Program at the secondary level is more to counsel and make parents and students aware of special programs (e.g. Governor’s School and scholarships). Parents shall be informed by letter or conference of the change in focus from middle school to high school. The Differentiated Gifted Education Plan is reviewed with parents and service delivery option changes are discussed for the remaining years of high school. The high school student is still considered an Academically Gifted student; however, the responsibility of feedback will be provided by the classroom teacher rather than an Academically Gifted Specialist.